

APPLICATION PACKET

Content Working Group (Content Reviewers) California's Education and the Environment Initiative

Overview

Under an Interagency Agreement with the California Integrated Waste Management Board (CIWMB) and in cooperation with the California Environmental Protection Agency (Cal/EPA), the San Luis Obispo County Office of Education (SLOCOE) is **seeking highly-qualified technical experts in science, history/social science and environmental sciences to join the Content Working Group (CWG) for California's Education and the Environment Initiative (EEI)**. Members of the CWG will participate in the **review** of the technical accuracy of the draft instructional materials being developed as part of the EEI Model Curriculum.

The EEI Curriculum will provide K-12th grade teachers, schools and districts with standards-based instructional materials that help students master California's academic content standards and California's Environmental Principles and Concepts (EP&C). The EEI Curriculum will provide a scope and sequence for teaching the EP&C with clearly defined learning objectives that are targeted at helping students achieve mastery of selected academic content standards at each grade level.

Members of the Content Working Group (reviewers) will play a significant role in the development of the Education and the Environment Initiative (EEI) K-12 Curriculum. CWG reviewers will work with the EEI Principal Consultant to review instructional materials submitted by EEI Curriculum Writers. The purpose of the CWG review is to ensure the factual accuracy of the EEI Curriculum in terms of science, history/social science and/or environmental sciences. The CWG reviewers will use the EEI Learning Objectives specified in the EEI unit as a basis for their review.

The CWG reviewers will submit their comments using the track changes function in Microsoft Word.

Qualification for Content Working Group Reviewers

The EEI management team is seeking CWG reviewers who either:

- have specific technical expertise and experience with science, history/social science and/or environmental sciences; or,
- are either scholars with a graduate degree (doctorate or master's) in a relevant subject area or have more than ten years professional experience working in the subject area.

SLOCOE will be hiring individuals as reviewers; thus, each application must contain all information listed under **"What to Submit"** (page 2 of this package). Application requirements are presented in the following pages. They include scope of work, tasks to be performed, timeline, budget and other important elements of this work.

Compensation

Compensation is available for CWG reviewers who are not otherwise compensated for the time involved in CWG work. See below for further details.

Completing this Application

This application form was created in Microsoft Word. When downloading this document, save the file to your hard drive and open from Microsoft Word. (See page 4 for further details.)

Application Process

When to Submit—applications for membership in the CWG are open immediately and will remain open until all positions are filled.

Where to Submit—applications will be accepted by SLOCOE via any one of the three delivery options below:

Hard copy: **Attention: Celeste Royer**
San Luis Obispo County Office of Education
3350 Education Drive
San Luis Obispo, CA 93405

E-mail: eei@slococoe.org and eei@seer.org

Fax: Janet Ables (SLOCOE) at (805) 594-0739 and EEI at (858) 676-1088

What to Submit—to each e-mail address or FAX number above, applications must include **one copy** of each of the following:

- Reviewers' Application Cover Sheet (Attachment 1)
- Complete resume immediately behind the cover sheet.
- References (Attachment 2)

Contract Parameters

Contract Amount

Contracts will be awarded in amounts based upon the number of unit reviews successfully completed. The fees paid for the review of each instructional unit will be \$300.

Contract Award

An evaluation committee will review all applications received and will continue the selection process until all positions are filled. The evaluation of applications and selection will be based on a reviewer's expertise and demonstrated abilities to complete the scope of work. SLOCOE will prepare a standard consultant agreement. Award of contracts is dependent upon the availability of funding under SLOCOE's Interagency Agreement with the California Integrated Waste Management Board (CIWMB).

Appendices

- Appendix 1 EEI Background Information
- Appendix 2 California's Environmental Principles and Concepts

Contact Information

Questions regarding this application should be directed to eei@seer.org.

Scope of Work for Reviewers

CWG reviewers will work with the EEI Principal Consultant and Editors to review instructional materials submitted by EEI Curriculum Writers.

The reviewers will undertake the following tasks:

- A. Review services— All CWG reviewers will be responsible for thoroughly reading their assigned instructional units to ensure that the content is factually accurate and represents current scientific, historical/social science, and environmental sciences knowledge.
- B. Project management—the reviewers will submit their comments electronically to the EEI Principal Consultant and Editors. The reviewers will be responsible for these tasks for each of the instructional units they are assigned. Each unit will be in Microsoft Word format and will be approximately 80-100 pages in length.

Specific Tasks to be Performed

The specific task for each of the reviewers hired is to determine if the information presented in the EEI unit is technical accurate. The reviewers will use the EEI Learning Objectives specified in the lessons as the basis for considering the concepts that should be covered.

Outcome

The CWG reviewers will submit their comments using the track changes function in Microsoft Word.

California Education & the Environment Initiative

Application for Reviewers

Please complete and e-mail **one copy each** to:

eei@slocoe.org

and

eei@seer.org

Hard-copy applications may also be mailed or faxed to:

The San Luis Obispo County Office of Education

Attention: Celeste Royer

3350 Education Drive

San Luis Obispo, California 93405

(805) 594-0739 FAX

Tips For Using This Application Form

- This application consists of overview information and Attachments 1 and 2.
- This form was created in Microsoft Word. When downloading this application, please save the file to your hard drive and open it from within Microsoft Word.
- Please save a copy of this form to your computer, complete it, and e-mail all parts of the application with your supporting documents. You may also FAX your application to SLOCOE at (805) 594-0739, as indicated above.
- Navigating through the form can be done in either of two ways:
 - a) Placing the cursor in the desired shaded area and typing, or
 - b) Using the tab key to move between the shaded fields.
- The spell-check option will not be available to proofread your document. If you are providing a block of text, it is recommended that you type your information separately, spell check your work, then copy and paste the text from your document into the required field on this application.

Name:						
	Last		First		Middle	
Present Address, City, State, Zip:						
Telephone:						
	Day		Business		Cell	
E-mail:						

Employer:			Position		
Business Address, City, State, Zip:					
Telephone:					
	Day		Business		Cell
E-mail:					
Alternate E-mail:					

Expertise:	
In which disciplines do you have technical expertise? (Please check all appropriate)	
<input type="checkbox"/> Science	Specific subject areas (list as appropriate):
<input type="checkbox"/> History/Social Science	Specific subject areas (list as appropriate):
<input type="checkbox"/> Environmental Sciences	Specific subject areas (list as appropriate):

Continued on next page

Briefly describe your current (or most recent) responsibilities. If you are a university faculty member, a government agency employee, or another technical expert please describe your current work and how this might relate to the EEI. (up to 200 words)

Experience in Reviewing Instructional Materials

Have you ever served as a member of one of the California Curriculum Commission's CRP (Content Review Panels) or IMAP (Instructional Materials Advisory Panels)?

☐ Yes ☐ No If yes, when:

Briefly describe any recent experiences you have had with a formal process involving review or adoption of K-12 instructional materials: (up to 200 words)

List your academic degrees including teaching credentials, dates earned and the higher education institutions at which they were earned:

Degree/credential	Date Earned	Institution where earned

References: Present a *minimum of two* references for whom you have completed a similar project. You may list more than two, but you must include references who can specifically address your ability to serve as a reviewer for the EEI Curriculum.

Reference #1 Name:		Company, Institution or Organization			
Telephone Number:		Email:			
Address					
	Number and Street	City	State	Zip	
Describe your working relationship to the reference:					

Reference #2 Name:		Company, Institution or Organization			
Telephone Number:		Email:			
Address					
	Number and Street	City	State	Zip	
Describe your working relationship to the reference:					

Reference #3 Name:		Company, Institution or Organization			
Telephone Number:		Email:			
Address					
	Number and Street	City	State	Zip	
Describe your working relationship to the reference:					

Appendix 1

BACKGROUND INFORMATION

The San Luis Obispo County Office of Education (SLOCOE) is undertaking this solicitation under an Interagency Agreement with the California Integrated Waste Management Board (CIWMB) and in cooperation with the California Environmental Protection Agency (Cal/EPA).

California is currently poised to lead the nation in environmental literacy. This effort is termed the Education and the Environment Initiative (EEI). The California Environmental Protection Agency (Cal/EPA) and the California Integrated Waste Management Board (CIWMB) are actively engaged in the implementation of the Education and the Environment Initiative (EEI) pursuant to AB 1548 (Pavley, Chapter 665, Statutes of 2003-PDF) and AB 1721 (Pavley, Chapter 581, Statutes of 2005-PDF). These landmark laws mandate the development of a unified education strategy to bring education about the environment into California's primary and secondary schools. Other current key partners include the State Board of Education (SBE), the Office of the Secretary for Education (OSE), the Curriculum and Supplemental Materials Commission, the State Department of Education (DOE), and the California Resources Agency (RA).

These laws also provide specific directives regarding the development and dissemination of a Model Curriculum (hereafter called the EEI Curriculum) based on the California's Environmental Principles and Concepts (EP&C see below). Key provisions of the law are as follows:

- a. Cal/EPA and CIWMB in collaboration with the DOE, SBE, OGSE, and RA, will develop the EEI Curriculum;
- b. The EEI Curriculum will be aligned with adopted academic content standards in Science, Mathematics, English/Language Arts and History/Social Sciences;
- c. The EEI Curriculum will be reviewed by the Curriculum Development and Supplemental Materials Commission, Secretaries of Cal/EPA and RA, and submitted to the SBE for approval.

The contents and development of the EEI Curriculum will be guided by the ***EEI Model Curriculum Plan*** that was developed and approved by an Interagency Committee in spring 2005. The *EEI Model Curriculum Plan* includes specifications regarding: instructional strategies, materials design features, standards-based learning objectives, etc. It is strongly recommended that individuals responding to this Request for Qualifications (RFQ) application package review that document before submitting their application, the complete *EEI Model Curriculum Plan* is available in Adobe Acrobat at:
<http://www.calepa.ca.gov/Education/EEI/documents/ModelPlan.pdf>.

As defined in the Model Curriculum Plan, the purpose of the EEI Curriculum is to provide K-12th grade teachers, schools and districts with standards-based curricular materials, approved by the State Board of Education that can be used to teach California's Environmental Principles and Concepts (EP&C). The EEI Curriculum will be designed as a scope and sequence for teaching the EP&C through a learning continuum from kindergarten through twelfth grade with clearly defined learning objectives that are aligned to California's academic content standards and targeted at helping students achieve mastery of those standards at each grade level.

The EEI Curriculum will provide a K-12th grade instructional continuum that helps students master selected California academic content standards and California's Environmental Principles and Concepts.

The purpose of the EEI Curriculum is to teach to mastery both selected California academic content standards and EP&C. The EEI Curriculum will provide teachers, schools and districts with standards-based instructional materials that embody a learning continuum (scope and sequence) from K-12th grade that will:

- teach selected academic content standards to a mastery level;
- provide instructional strategies for teaching of the EP&C;
- develop specific skills identified in the content standards and curriculum frameworks (science investigation and experimentation skills; history/social science analysis skills; English/language arts reading, writing, listening and speaking skills;);
- present opportunities that help teachers meet the science instruction requirement that hands-on activities compose at least 20 to 25 percent of the science instruction; and,
- are appropriate to the students' levels of academic development.

The EEI Curriculum will use the EP&C as the context for instruction through which students will achieve mastery of California's academic content standards. The EP&C will be used to help students mentally organize and frame the standards-based content, thus enabling them to more fully understand the standards-based content. The EEI Curriculum will also provide opportunities for students to develop and apply: science investigation and experimentation skills; history/social science analysis skills; and, English/language arts reading, writing, listening and speaking skills; and, mathematics skills and knowledge.

Appendix 2

California's Environmental Principles and Concepts

The Environmental Principles and Concepts examine the interactions and interdependence of human societies and natural systems.

Principle I—People Depend on Natural Systems

Example: People depend on the food and forest products produced by natural systems and on the services that ecosystems provide such as the purification of water as it flows through wetlands.

Technical Description of the Principle and Concepts:

The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services. As a basis for understanding this principle:

- Concept a.** Students need to know that the goods produced by natural systems are essential to human life and to the functioning of our economies and cultures.
- Concept b.** Students need to know that the ecosystem services provided by natural systems are essential to human life and to the functioning of our economies and cultures.
- Concept c.** Students need to know that the quality, quantity and reliability of the goods and ecosystem services provided by natural systems are directly affected by the health of those systems.

Principle II—People Influence Natural Systems

Example: People build dams to control the path and timing of water movement through lakes and rivers.

Technical Description of the Principle and Concepts:

The long-term functioning and health of terrestrial, freshwater, coastal and marine ecosystems are influenced by their relationships with human societies. As a basis for understanding this principle:

- Concept a.** Students need to know that direct and indirect changes to natural systems due to the growth of human populations and their consumption rates influence the geographic extent, composition, biological diversity, and viability of natural systems.
- Concept b.** Students need to know that methods used to extract, harvest, transport and consume natural resources influence the geographic extent, composition, biological diversity, and viability of natural systems.
- Concept c.** Students need to know that the expansion and operation of human communities influences the geographic extent, composition, biological diversity, and viability of natural systems.
- Concept d.** Students need to know that the legal, economic and political systems that govern the use and management of natural systems directly influence the geographic extent, composition, biological diversity, and viability of natural systems.

Principle III—Natural Systems Change in Ways that People Benefit from and can Influence

Example: Agricultural production depends on the nutrients deposited by rivers when water floods farmlands.

Technical Description of the Principle and Concepts:

Natural systems proceed through cycles that humans depend upon, benefit from and can alter. As a basis for understanding this principle:

- Concept a.** Students need to know that natural systems proceed through cycles and processes that are required for their functioning.
- Concept b.** Students need to know that human practices depend upon and benefit from the cycles and processes that operate within natural systems.
- Concept c.** Students need to know that human practices can alter the cycles and processes that operate within natural systems.

Principle IV—There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing between Systems

Example: The fertilizers and pesticides people use on lawns can enter the groundwater system and affect the quality of the drinking water supply.

Technical Description of the Principle and Concepts:

The exchange of matter between natural systems and human societies affects the long-term functioning of both. As a basis for understanding this principle:

- Concept a.** Students need to know that the effects of human activities on natural systems are directly related to the quantities of resources consumed and to the quantity and characteristics of the resulting byproducts.
- Concept b.** Students need to know that the byproducts of human activity are not readily prevented from entering natural systems and may be beneficial, neutral, or detrimental in their effect.
- Concept c.** Students need to know that the capacity of natural systems to adjust to human-caused alterations depends on the nature of the system as well as the scope, scale, and duration of the activity and the nature of its byproducts.

Principle V—Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors

Example: Numerous stakeholders as well as economic, legal and political factors are considered in making decisions.

Technical Description of the Principle and Concepts:

Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes. As a basis for understanding this principle:

- Concept a.** Students need to know the spectrum of what is considered in making decisions about resources and natural systems and how those factors influence decisions.
- Concept b.** Students need to know the process of making decisions about resources and natural systems, and how the assessment of social, economic, political, and environmental factors has changed over time.